

## CLARENDON 3 SCHOOL DISTRICT

5239 Turbeville Hwy.  
Turbeville, SC 29162

**GRADES** PK-12

**ENROLLMENT** 1,002 Students

**SUPERINTENDENT** Mrs. Betty Coker 843-659-2188

**BOARD CHAIR** Dr. George P.Green 843-659-4917

**FISCAL AUTHORITY** County Council

## THE STATE OF SOUTH CAROLINA

### ANNUAL DISTRICT REPORT CARD

# 2003

#### ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	16	1	0

#### IMPROVEMENT RATING:

UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

N/A

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

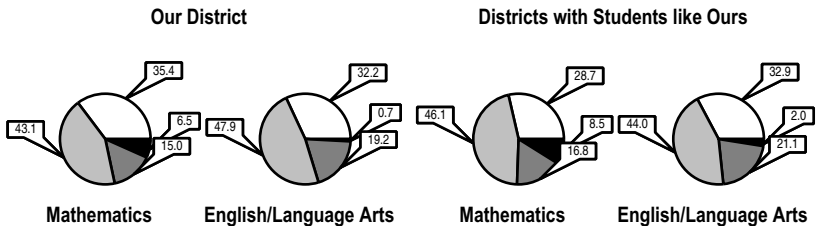
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

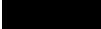



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[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	N/A
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our District</b>			<b>Districts with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	73.0	47.8	58.0	65.8	62.9	64.3
<b>Passed 2 subtests</b>	16.2	28.3	10.2	17.5	18.8	17.7
<b>Passed 1 subtest</b>	6.8	17.4	20.5	10.2	11.6	10.3
<b>Passed no subtests</b>	4.1	6.5	10.2	6.4	6.7	7.0

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our District</b>	<b>Districts with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	3.6	12.8
<b>Seniors who met the SAT requirement</b>	5.5	13.1
<b>Seniors who met the grade point average</b>	43.6	51.8

\*Using only the SAT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	631	99.4	32.2	47.9	19.2	0.7	19.9	17.6
Gender								
Male	323	99.4	35.0	51.2	13.5	0.3	13.8	17.6
Female	308	99.4	28.8	44.5	25.6	1.1	26.7	17.6
Racial/Ethnic Group								
White	366	99.5	21.3	53.0	24.6	1.2	25.7	17.6
African-American	232	99.6	45.0	42.2	12.8		12.8	17.6
Asian/Pacific Islander		0.0						17.6
Hispanic	32	96.9	65.5	27.6	6.9		6.9	17.6
American Indian/Alaskan		0.0						17.6
Disability Status								
Not disabled	546	99.5	26.7	51.2	21.4	0.8	22.2	17.6
Disabled	85	98.8	71.2	24.7	4.1		4.1	17.6
Migrant Status								
Migrant		0.0						17.6
Non-migrant	631	99.4	31.4	48.4	19.5	0.7	20.2	17.6
English Proficiency								
Limited English proficient	10	90.0						17.6
Non-limited English proficient	621	99.5	31.3	48.4	19.5	0.7	20.2	17.6
Socio-Economic Status								
Subsidized meals	386	99.2	42.4	45.6	11.7	0.3	12.0	17.6
Full-pay meals	243	99.6	16.9	51.3	30.5	1.3	31.8	17.6

Mathematics								
All students	631	99.5	35.4	43.1	15.0	6.5	21.5	15.5
Gender								
Male	323	99.7	35.8	42.5	16.1	5.7	21.7	15.5
Female	308	99.4	34.5	43.8	14.2	7.5	21.7	15.5
Racial/Ethnic Group								
White	366	99.5	24.6	47.3	18.6	9.5	28.1	15.5
African-American	232	99.6	49.1	38.7	9.4	2.8	12.3	15.5
Asian/Pacific Islander		0.0						15.5
Hispanic	32	100.0	53.3	30.0	16.7		16.7	15.5
American Indian/Alaskan		0.0						15.5
Disability Status								
Not disabled	546	99.5	30.9	45.2	16.4	7.4	23.9	15.5
Disabled	85	100.0	66.2	28.4	5.4		5.4	15.5
Migrant Status								
Migrant		0.0						15.5
Non-migrant	631	99.5	34.3	43.6	15.4	6.7	22.1	15.5
English Proficiency								
Limited English proficient	10	100.0	80.0	20.0				15.5
Non-limited English proficient	621	99.5	34.1	43.8	15.5	6.7	22.1	15.5
Socio-Economic Status								
Subsidized meals	386	100.0	44.2	41.9	11.3	2.6	14.0	15.5
Full-pay meals	243	98.8	21.6	45.3	20.8	12.3	33.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	84		27.2	46.9	23.5	2.5
	Grade 4	107		16.5	44.7	37.9	1.0
	Grade 5	107		26.5	56.9	16.7	
	Grade 6	84		29.8	45.2	20.2	4.8
	Grade 7	91		27.8	55.6	12.2	4.4
	Grade 8	82		19.2	50.0	26.9	3.8
2003	Grade 3	99	99.0	19.6	51.1	27.2	2.2
	Grade 4	101	99.0	34.4	36.5	28.1	1.0
	Grade 5	113	100.0	32.4	50.0	17.6	
	Grade 6	112	98.2	34.0	44.7	20.4	1.0
	Grade 7	103	100.0	38.7	52.7	8.6	
	Grade 8	103	100.0	34.1	52.7	13.2	
Mathematics							
2002	Grade 3	84		50.6	33.3	12.3	3.7
	Grade 4	107		24.5	37.7	24.5	13.2
	Grade 5	107		34.3	41.2	14.7	9.8
	Grade 6	84		45.2	39.3	13.1	2.4
	Grade 7	91		54.9	31.9	9.9	3.3
	Grade 8	82		36.7	55.7	5.1	2.5
2003	Grade 3	99	100.0	22.6	59.1	17.2	1.1
	Grade 4	101	100.0	26.8	39.2	19.6	14.4
	Grade 5	113	100.0	28.7	40.7	22.2	8.3
	Grade 6	112	99.1	35.6	39.4	16.3	8.7
	Grade 7	103	100.0	47.3	39.8	9.7	3.2
	Grade 8	103	98.1	53.3	41.1	3.3	2.2

**STATE PERFORMANCE ON NATIONAL TESTS**

**Terra Nova:** a national, norm-referenced achievement test.

Percentage of students scoring in the upper half, 2002								
Grade	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
3	49.2	50.0	51.5	50.0	58.2	50.0	54.8	50.0
6	57.6	50.0	49.0	50.0	51.2	50.0	51.4	50.0
9*	56.1	50.0	46.8	50.0	51.6	50.0	51.2	50.0

\* Grade 9 estimates were based on a sample that may not be representative of the entire 9th grade population.

**National Assessment of Educational Progress:** a national, criterion-referenced achievement test.

Percent of students scoring										
Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	8	2002	1	3	23	30	44	43	32	25
Writing	4	2002	1	2	16	26	65	58	18	14
Mathematics	8	2000	2	5	15	22	37	38	45	34

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2003		Eligibility for LIFE Scholarships*		Graduation Rate	
	n	%	n	%	n	%
<b>All Students</b>	67	92.5%	55	3.6%	79	70.9%
<b>Gender</b>						
Male	28	85.7%	20	10.0%	35	57.1%
Female	39	97.4%	35	0.0%	44	81.8%
<b>Race or Ethnic Group</b>						
African American	18	83.3%	15	0.0%	30	50.0%
Hispanic	1	I/S	1	I/S	1	I/S
White	47	95.7%	38	5.3%	47	83.0%
Other	1	I/S	1	I/S	1	I/S
<b>Disability Status</b>						
Non-speech disabilities	N/A	N/A	3	I/S	13	23.1%
Students without disabilities	67	92.5%	52	3.8%	0	80.3%
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	N/A	N/A	55	3.6%	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	N/A	N/A	55	3.6%	79	70.9%
<b>Lunch Status</b>						
Subsidized meals	N/A	N/A	25	0.0%	40	62.5%
Full-pay meals	N/A	N/A	30	6.7%	39	79.5%

\* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

2002-2003 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2002	2003	2002	2003	2002	2003
District	492	475	502	453	994	928
State	488	493	493	496	981	989
Nation	504	507	516	519	1020	1026

ACT	English		Math		Reading		Science		Total	
	2002	2003	2002	2003	2002	2003	2002	2003	2002	2003
District	20.0	18.7	21.3	16.8	19.1	17.8	19.4	18.2	20.0	18.0
State	18.8	18.7	19.1	19.0	19.3	19.4	19.2	19.2	19.2	19.2
Nation	20.2	20.3	20.6	20.6	21.1	21.2	20.8	20.8	20.8	20.8

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

**DISTRICT PROFILE**

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
<b>Students (n= 1,002)</b>				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.6%	Down from 5.9%	4.2%	4.0%
Attendance rate	96.1%	Down from 96.4%	95.4%	95.4%
Meeting grade 1 & 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.8%	Down from 11.6%	11.1%	10.7%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.0%	Down from 12.5%	11.2%	10.6%
Older than usual for grade	6.5%	Down from 6.6%	5.5%	5.5%
Suspended or expelled	7.1%	Up from 3.4%	1.3%	1.6%
Enrolled in AP/IB programs	0.0%	N/A	N/A	10.0%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Enrolled in adult education GED or diploma programs	43	Up from 39	178	186
Completions in adult education GED or diploma programs	3	Down from 8	63	40

<b>Teachers (n= 81)</b>				
Teachers with advanced degrees	39.5%	Up from 37.2%	44.4%	47.8%
Continuing contract teachers	65.4%	Up from 5.8%	82.7%	82.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	94.2%	Down from 94.8%	89.4%	89.5%
Teacher attendance rate	95.1%	Down from 96.4%	95.0%	95.1%
Average teacher salary	\$37,491	Up 0.6%	\$39,523	\$39,707
Prof. development days/teacher	8.5 days	Up from 8.4 days	11.3 days	11.3 days

<b>District</b>				
Superintendent's years at district	4.0	Up from 3.0	2.8	3.0
Student-teacher ratio	22.7 to 1	Up from 15.8 to 1	20.1 to 1	20.6 to 1
Prime instructional time	90.4%	Down from 91.7%	89.1%	89.0%
Dollars spent per pupil*	\$7,033	Up 1.8%	\$7,404	\$7,412
Percent spent on teacher salaries*	56.8%	Up from 51.8%	56.8%	56.0%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	97.6%	Down from 99.0%	97.5%	96.1%
Number of schools	3	No change	11	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Portable classrooms	1.2%	Down from 9.9%	1.9%	3.5%
Average age in years of school facility	33	N/A	22	26
Number of schools with SACS accreditation	0	N/A	11	8

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

<b>N/A</b> Not Applicable	<b>N/C</b> Not Collected	<b>N/R</b> Not Reported	<b>I/S</b> Insufficient Sample
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SCHOOL DISTRICT GOVERNANCE

Board Membership

7 trustees elected to single-member seats

Fiscal Authority

County Council

Average Number of Hours of Training Annually

10.0 per board member

Percent new trustees completing orientation

100.0%

DISTRICT SUPERINTENDENT'S REPORT

While continuing budget cuts and increased calls for accountability from state agencies result in seemingly overwhelming challenges to our school district, Clarendon County School District III has maintained programs yielding success for the students and families we serve. The key ingredient to this success is the commitment shown by teachers, support staff, administrators, school board members, and the community at large.

The determination of the East Clarendon community to establish and expect excellence is apparent throughout our school system. Employees of the school district spend long hours planning for strong instruction at all grade levels. Efforts to maintain an open and welcoming atmosphere at all schools in the district guide the establishment of policies that encourage that friendly atmosphere while at the same time focusing on the safety of the students served on our school campuses.

Instructional staff members throughout the school district constantly review the effectiveness of teaching strategies and persistently revise those strategies, when needed, to assure the opportunity for success by our students.

Members of the Clarendon County School District III educational community are not afraid of hard work. They want what is best for students. They strongly encourage all students to develop the work skills needed to achieve immediate academic success as well as long-term positive habits that will allow success in the future.

The job of educating students is a big one that cannot be completed by the district's educators alone. The task of educating students requires total cooperation among all who have an effect on the student learning process - the school district staff, the parents of our students, and the students themselves. As we continue to strive for excellence, we must continue to seek that excellence in cooperation with each other. Your continued support of our school district is appreciated.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

